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ABSTRACT

In 1991, Bronx Community College, in New York, established the Freshman Year Initiative Program (FYIP), a comprehensive academic and counseling program designed to enhance academic achievement for a select group of first-semester students who require at least three remedial courses in English composition, reading, and/or mathematics. In order to promote student growth, with particular emphasis upon personal characteristics and interpersonal competencies, and increase retention, the FYIP implemented the following counseling components: (1) the creation of the Freshman Outreach, Caring, Understanding, and Support (FOCUS) Center, a holistic counseling center which provides confidential assistance with individual, vocational, personal, developmental, academic, and social problems through counseling interviews, psychological assessment, and relevant educational and occupational information; (2) psycho-educational testing, including the Noel-Levitz Retention Management System, Myers-Brigg Type indicator, and the California Occupational Preference Survey; (3) peer counseling and tutoring to help students adjust to the college; (4) a rapid contact counseling system to provide immediate contact with absent and "problem" students; and (5) a revised orientation and career development course that includes self-concept development and problem solving/coping skills. Preliminary results suggest that the program has been effective, with 76.5% of FYIP participants continuing enrollment from fall 1993 to fall 1994, compared to 59.3% of non-participants. Contains 20 references. A list of test publishers and the orientation and career development course syllabus are appended. (TGI)

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The Problem of Student Retention: The Bronx Community College Solution - The Freshman Year Initiative Program

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THE PROBLEM OF STUDENT RETENTION: THE BRONX COMMUNITY COLLEGE SOLUTION - THE FRESHMAN YEAR INITIATIVE PROGRAM

Warren Baron

The Problem of Student Retention

These are very difficult times for higher education. The nation's pool of traditional college-aged students has declined during the decade of the nineties, thus forcing colleges and universities to compete more vigorously than ever for potential students. In addition, lawmakers in many states, including New York, are struggling to cut budgets and are also taking a hard look at why public institutions of higher learning are losing so many students. As a result, they have begun to question whether current appropriations of state aid for higher education are being wisely utilized. Accountability, productivity, and retention are the new watchwords. The public and the press, as well as national and state legislators, are demanding documentation of enhanced learning outcomes. Some say that the so-called ivory tower is very much under seige (Spanbauer, 1996).

However, student attrition/retention is a rather complex phenomenon (Wilson, Mason & Ewing, 1997). Even studies which have focused on the relationship between standarized measures of academic ability or previous school performance and student dropout rates account for only between 10% and 12% of the variance in student dropout/persistence rates (Tinto, 1993). Issues of personal adjustment in adaptation to college account for even less of the variance in terms of increasing levels of psychopathology seen in university counseling centers in the nineties (Gallagher, 1995; Stone & Archer, 1990).

Consequently, with so much of the variance in student retention left unexplained (over 80%), other investigators have studied social and adjustment factors that may result in students' attrition (Pantages & Creedon, 1978). Tinto (1975, 1987, 1993), for example, has maintained for years that success in college requires students to make the adjustment to the new, and most times, confusing, social system of the university milieu. Some students are so overwhelmed by it that they drop out within the first eight weeks of their very first semester (Blanc, DeBuhr, & Martin, 1983). In fact, social isolation has been shown to be the single most important determinant of student dropout rates even after the effects of background and academic performance are partialed out (Pascarella & Terenzini, 1979).

The situation, in terms of the isolation factor, is further exacerbated when most, if not all, of a college's students are commuters, which is typically the case in a community college where many students live at home and work, often full-time. As a result, their contacts with the college community, including its faculty, are generally limited to the classroom or laboratory, and usually for no more than from 15 to 20 hours per week. They lack the time to make friends and participate in extra curricular activities. They also tend to lack the interest to involve themselves in matters that should concern them, such as, their student government. And, if in fact they come to college underprepared in terms of academic skills and knowledge, then they must also take

remedial courses which often make them feel even more alienated from the intellectual community and results in a loss of self-esteem.

THE BRONX COMMUNITY COLLEGE STORY

Like a number of other urban community colleges, Bronx Community College (BCC) of the City University of New York (CUNY) has what may be referred to as a non-traditional student body. At present, the College enrolls over 8,000 students, of which 50% are Hispanic, 43% Black, 4% White, and 3% Asian. The median age of BCC students is 26; 43% are employed, 68% are female; 44% have dependent children; 40% are non-native speakers of English; and 75% are the first in their families to attend college (Office of Institutional Research, Bronx Community College, 1996). They have been raised in inner-city areas, lack financial resources, and are ill-prepared for college-level work because of an inadequate educational background. As a result, BCC has a low retention rate and a high percentage of students in academic difficulty. After one year, the College typically retains 59% of its entering students. Each year, approximately 23% of the entire student body is placed on academic probation and approximately 11% is suspended (Office of Institutional Research, Bronx Community College, 1996).

THE BRONX COMMUNITY COLLEGE FRESHMAN YEAR INITIATIVE PROGRAM

The Bronx Community College Freshman Year Initiative Program (FYIP) was established in October of 1991 with a Federal Title III

Grant. The Program's primary goal is to provide a comprehensive academic and counseling program designed to enhance academic achievement for a select group of first-semester students who require at least three remedial courses in English composition, reading, and/or mathematics (Approximately 84% of all incoming BCC students require such developmental courses). Participants register for three five-week modules of the aforementioned remedial (developmental) courses at the start of their first semester. Each course is offered for approximately three hours per day, four mornings per week, for five-weeks. After successful completion of the first course, students take a second remedial course during the second module, followed by a third course during the third module. Some students requiring only two remedial courses are allowed to take a college-level course in place of the third remedial course. In addition to the three remedial courses (or two remedial courses and one college-level course), all students in the Program must attend an orientation and career development course (OCD-01) which meets for one hour per week during the entire 15 week semester and is taught by the designated counselor for the Program (the author). Registration is limited to students in the Program. The counselor is reponsible not only for conducting the orientation course, but also for meeting with each student at least two times during the semester for academic, career, personal, and financial aid counseling. Class size in all courses in the Program is limited to 20 students. By the end of their first semester, students have completed at least 12 credit-weight hours, the minimum needed to

qualify as full-time students. It was postulated that this format, including the aforementioned intensive counseling experience, would yield both higher passing and retention rates.

IMPLEMENTATION OF THE BRONX COMMUNITY COLLEGE FRESHMAN YEAR INITIATIVE COUNSELING PROGRAM

Recent decades have seen the emergence and proliferation of counseling centers on college and university campuses across the nation. The model which has most often been followed is a college-financed service, administered under the supervision of the Dean of Students or the Vice-President for Student Affairs. The Center typically provides a variety of psychological services not offered by other agencies on campus. Professionals involved in the counseling function generally confine themselves to their offices and wait either for students to seek them out or to be referred to them by faculty, staff, or administrators. Students are counseled mostly on a one-to-one basis. Some counselors are also involved in other functions, such as, teaching, admissions, academic advisement, financial aid advising, and student activities.

Historically, such counseling centers were marginally financed and understaffed. Their primary role and function was to provide psychological services to a relatively small proportion of the student population and were, therefore, seen as passive and remedial agencies to which students with specific problems were referred. They were viewed as peripheral to the major goals of the university (Foulds & Guinan, 1969).

More recently, however, there has been a growing concern in university and college communities for the development of services and programs that meet the personal and developmental needs of students. This concern runs concurrent with emphases on instruction and reserach, recognizing that every student must meet certain basic personal needs in order to function successfully in a learning environment.

Within this context, college students are seen as changing individuals engaged in a series of developmental tasks. Some of these tasks are intellectual, leading to the learning of new techniques for solving problems and new ways of motivating oneself to concentrate and study. Others are social, leading to the learning of new ways of relating to others and of dealing with unfamiliar environments. Still others are personal, leading to knowledge of self-limitations and capacities, to clarifying goals, and to the understanding of emotional responses.

Considered this way, a counseling problem is anything that prevents or interferes with an individual's ability to engage in and use a developmental task for personal growth. Thus, a student with a background that has not enabled him/her to learn earlier skills, either interpersonal or intellectual, may not be capable of performing the tasks of the present successfully. The counselor is concerned with identifying the developmental inadequacies and providing those experiences that remedy the environmental deficiency (Oetting, 1967).

The focus of counseling in terms of this rationale is to create in the student the ability to profit from the college experience in terms of both academic success and personal growth. It is a goal with educational relevance, appropriate to counseling in the college setting. As such, a concern for students in terms of the part that the college experience plays in their lives must be developed, and programs and services that will meet their counseling needs must be implemented.

One such program has indeed been proposed at Bronx Community College by Dr. Emilio D. Santa Rita (1990), a member of the Department of Student Development, in his "Building Up Self-Esteem in a Community of Freshman Year Learners" subsequently incorporated, in part, into Bronx Community College's Title III Grant and implemented by Dr. Santa Rita and Dr. Frank P. Donnangelo, the Director of Counseling at BCC. The Title III Grant had as its basic premise the reasoning that if, in fact, low self-esteem interferes with the learning process and ultimately academic achievement, then educational failure and attrition should be lessened to the extent that those conditions known to enhance self-esteem are promoted.

Initially, the major challenge confronting the counseling component of the Freshman Year Initiative Program was to discover new, more effective methods of enhancing self-esteem and thus to facilitate human growth and development. The central task was to help students with low self-esteem to recover the wholeness and integrity of being human, and to facilitate interpersonal caring

and relatedness, thereby diminishing the destructive feelings of isolation and alienation. More specifically, the self-actualization process was initiated to: 1. help the student to become fully aware of who he or she is, and to appreciate his or her own worth as well as the freedom to choose, and, 2. affirming that freedom and the responsibility it entails.

The counseling component of the Program had several major goals: 1. the creation of a holistic counseling center, 2. the administration of assessment devices to enable students to learn more about themselves, 3. the establishment of a peer counseling program, 4. the creation of a rapid contact counseling system (RCCS), and 5. the revision of the College's orientation and career development course (OCD-01) to include self-concept development and problem solving/coping skills. It was postulated that the attainment of these goals would result in the increased retention of students and the enhancement of academic success in terms of higher grade point averages (GPAs) and fewer course withdrawals.

THE BRONX COMMUNITY COLLEGE FRESHMAN OUTREACH, CARING, UNDERSTANDING, AND SUPPORT (FOCUS) CENTER

The FOCUS Center is designed to enhance the development of a more fully functioning whole person. It functions as a human development center for growth - a multidimensional or holistic counseling center. As described in BCC's Department of Student Development's Freshman Year Initiative Program grant proposal, the establishment of the Center was expected to enable the Department of Student Development to address, on a more comprehensive and

coordinated basis, the personal dimensions of students' lives that bear so heavily on their academic success, such as, their family relationships, their psycho-social development, and their need for a support system (Bronx Community College, 1991).

In addition to expanding the present reactive practices and functions of the counseling service (assistance in making vocational choices, academic counseling, teaching OCD-01, crisis counseling, financial aid counseling, etc.) the holistic or multidimensional counseling service, as embodied in the FOCUS Center was expected to reduce the depersonalization and alienation that students already experience which are fostered by the mechanization of college life. By enhancing students' feelings of initimacy and community and their need for a support system, the Center was expected to supplement that learning process called a college education. This developmental function is seen as ultimately helping all students adjust to and maximally benefit from their academic environment. Students in the FYIP spend at least one hour per week in the FOCUS Center where they interact with their fellow students in the Program fostering a sense of comraderie with one another and also with their peer tutors/counselors. This new counseling service thus promotes student growth across a broad spectrum, with particular emphasis upon personal characteristics and interpersonal competencies. These include a positive yet realistic self-image, appropriate personal and occupational choices, and the ability to relate to others in meaningful and mutually satisfying ways -- in general, the ability

to engage in a personally satisfying, productive, and responsible way of living.

The services offered at the Center include providing students with confidential assistance with individual, vocational, personal, developmental, academic, and social problems. This is accomplished through counseling interviews, the use of psychological assessment devices to promote student self-understanding, and occupational, educational, and vocational information, and other help as needed. The use of group and peer counseling should also help improve students' ability to communicate, relate effectively to others, and to examine personal values as well as other personal and educational matters.

TESTING AND ASSESSMENT

Testing and assessment have long been, and continue to be, regarded as invaluable tools for counselors and students. The positive use of tests is intended to enrich human potential. Students are likely to change in ways therapeutic to themselves and others if they have accurate information about themselves, their strengths and weaknesses, and the ways they currently deal with life. Testing is one method of obtaining that information and conveying it through test interpretations to students.

By involving students in a psycho-educational testing experience, the following assumptions are made: 1. that students are interested in and have the right to know their test results, 2. that tests are educational tools designed to stimulate insight,

understanding, and action, 3. that students can effectively learn from their test results and benefit from them, and 4. that students benefit most from a collaborative counseling relationship when considering test data. Tests are used to teach students important information about themselves which can be of value for growth purposes. The counselor actively involves students in the assessment process and acts as both teacher and facilitator. When students become aware of their strengths, they are empowered to become their own therapeutic agents. Focusing on personal strengths has an additional benefit in that it enhances students' self-concepts which can make them more fully functioning persons (Duckworth, 1990).

Three tests, namely, the Noel-Levitz Retention Management System (RMS), the Myers-Briggs Type Indicator (MBTI), and the California Occupational Preference Survey (COPS), are presently used in the Program since they cover those areas and include the psychometric measures as described in the BCC Freshman Year Initiative Grant Proposal (See Appendix A). The three assessment tools were also selected based upon such factors as cost, administration time, perceived appropriateness to the BCC student population, uncomplicated and rapid scoring procedures, understandability of results, emphasis on students' assests, and freedom from cultural bias. The review of assessment instruments is an ongoing evaluative process as attempts continue to select tests which are both cost efficient and appropriate.

TEST BATTERY

The test battery, as it has evolved since the beginning of the Program, now includes the following assessment devices:

1. **The Noel/Levitz Retention Management System (RMS):**

The overall purpose of support services in the Freshman Year Initiative Program is to help create in each student the ability to profit from the college experience in terms of both academic success and personal growth. In order to achieve this purpose, it was believed that an early intervention, early alert system needed to be employed to assess student needs and to identify early-on those students who might experience academic, social, personal, vocational, or financial problems during their crucial first semester of college. Appropriate counseling interventions, including peer counseling, need to be made as early as possible in an attempt to help those students who are identified as "at risk" and who are also amenable to such counseling interventions. The Noel/Levitz Retention Management System (RMS) is such a device. It is designed to enhance the counselor's capacity to understand each student. It is essentially a sophisticated counseling system that allows the student to describe many of the most important parts of his/her attitudinal framework. In a relatively short period of time, a counselor is able to gain a depth of understanding that otherwise would come only after months or years of contact. The system also allows the student to become more aware of inner resources and neglected needs. As a result of these combined effects, efforts to help the student can be undertaken with a much better prospect of success. The RMS is comprised of:

A. **The College Student Inventory (CSI)**, a multidimensional instrument that identifies a student's needs and taps a variety of attitudes, motives, and background information central to student persistence and success.

B. **The Retention Management System Student Report** consisting of "tactfully" worded interpretations of the results of the CSI which are intended to inform, motivate, and encourage the student.

C. **The Retention Management System Advisor/ Counselor Report** which provides detailed observations concerning a student's dropout proneness, academic motivation, needs, and general coping tendencies.

D. **The Retention Management System College Summary and Planning Report** which includes separate lists of all students with particular needs, e.g., high dropout proneness, those needing academic assistance, career counseling, social skills, and those with low self-esteem.

The goals of the Retention Management System are:

- To assess students' individual, academic, and personal needs.
- To recognize students' specific strengths and coping mechanisms so that successful intervention techniques in areas of need can be implemented.
- To identify students with tendencies that contribute to dropping out of college.
- To estimate students' potential for academic difficulty.
- To identify tendencies toward educational stress.
- To assess students' receptivity to getting help from the institution.

Counseling services are provided in order to:

- Identify a comprehensive profile of needs for each student.
- Promote rapport between students and counselor.
- Take rapid preventive action very early in the school year.
- Systematize and integrate support services.

- Concentrate efforts on the most dropout prone students who are receptive to receiving counseling.

2. The Myers-Briggs Type Indicator (MBTI):

The Myers-Briggs Type Indicator is the most widely used personality inventory in history. Professional counselors depend on it when their counselees need to make important personal or career decisions. Counselees gain insight about themselves and the people they interact with daily by taking the MBTI. It helps improve work and personal relationships, increases productivity, and identifies leadership and interpersonal communication preferences. The standard Form G contains 126 items that determine preferences on four scales:

- Extraversion - Introversion
- Sensing - Intuition
- Thinking - Feeling
- Judging - Perceiving

The various combinations of these preferences result in 16 personality types. The MBTI is written at the 8th. grade reading level and takes students about 20 - 30 minutes to complete.

3. The California Occupation Preference Survey (COPS) Interest Inventory:

The COPS Interest Inventory provides job activity interest scores related to occupational clusters. Each cluster is keyed to curriculum choice and major sources of detailed job information including the Dictionary of Occupational Titles (DOT), VIEW, the Occupational Outlook Handbook (OOH), the COPSystem Career Briefs, and the COPSystem Career Cluster Booklets. Low cost, on-site scoring providing immediate feedback of results is a major feature of this instrument. The COPSystem Profile Sheet, incorporated in the Self-Interpretation Profile and Guide, allows examinees to compare their interests in each of the 14 COPSystem Occupational Activity Clusters with others at their educational level. Development of the COPSystem was based on the classification of occupations into major groups and levels within each group.

Factorial research into occupational interests resulted in the model of occupations measured by the COPSystem.

PEER TUTORING/COUNSELING

The transition to the college environment, although often a welcomed step toward independence and development, can also constitute a period of new and intense academic, personal, and interpersonal pressures. The heightened demands and life changes associated with the transition to the college environment can increase stress and vulnerability to mental and physical ill health. Unless such increased stress and vulnerability is offset by increased coping skills and social support, there is a greater probability that an individual will develop both personal and academic problems (Russel & Thompson, 1987) It is an unfortunate reality that this troubling scenario is repeated countless times on college campuses nationwide, including BCC's where most of the students come from disadvantaged and varied cultural backgrounds. They are suddenly thrust into a system with unfamiliar social and academic rules, regulations, and traditions. These factors all contribute to making the college campus a milieu most perplexing to disadvantaged and culturally diverse students. There are issues of language, reading, and writing skills, poor high school preparation, and social and societal adjustments. All of these factors are in addition to the normal, quite formidable difficulties faced by all students endeavoring to make the necessary adjustments to the stringent demands of pursuing a college degree.

It is no wonder then, that without help, an inordinately large group of the students at BCC have academic difficulties. At the very least, even if they manage somehow to hang on academically, a large number of them are not likely to get the full value of their classes and college experience, and so they drop out.

In recognition of the need for first-year college students to acquire coping skills, colleges have taken an active role in providing an array of orientation programs. An extended orientation approach that addresses the social support and involvement needs of first-year commuter students is one based upon students helping students - peer tutoring/counseling.

The broad, general goals of the peer tutoring/counseling program as incorporated in the counseling component of the Freshman Year Initiative Program at BCC are as follows:

1. To provide students with an immediate support system and information resources during the critical first few weeks of the college experience.

2. To expand their support system by helping students get involved in campus organizations, such as, student government.

3. To help students become aware of and to utilize the broad range of campus resources and services available to them.

4. To teach and foster skills for studying, managing time, and taking examinations.

5. To increase students' knowledge of and sense of belonging to the BCC community and to reduce the perceived impersonal nature of the college.

6. To foster a general sense of satisfaction with the college experience.

The justification for peer counseling rests in the observation that students communicate better among themselves than with their non-peers (teachers, counselors, administrators). Peers share similar experiences, problems, life styles, socio-economic backgrounds, and are closer in age, all of which reduces the social distance between them.

The primary objective of the peer tutoring/counseling program is to aid first semester students in their academic, emotional, and social-cultural adjustment to BCC. In short, the student brings certain input characteristics to college, such as, family background, personality attributes, academic aptitude, and goal commitments. These interact with the particular college, in this case BCC, and lead to a certain level of integration into the academic and social system of the college. Other things being equal, the higher the levels of academic and social integration, the less likely the student is to voluntarily withdraw from college.

The peer tutoring/counseling program at BCC is organized and administered by the designated counselor for the FYIP. He is responsible for the training and supervision of all peer counselors.

Peer tutors/counselors are assigned to each and every developmental class so that there is ongoing contact with students on a daily basis. In addition to teaching students appropriate classroom behavior, peer tutors/counselors are aware of all class assignments so that academic assistance can be provided more

expeditiously when they meet with students out of the classroom at the FOCUS Center, either individually or in groups. Also, peer counselors are trained to facilitate groups of students who, on the basis of the Noel/Levitz Retention Management System College Summary and Planning Report, are found to have both particular and special needs and who are also amenable to being helped. Such groups might include students with high dropout proneness, those who might benefit from career counseling, students needing more intense academic assistance, and those with specific social needs, such as, those with low self-esteem.

RAPID CONTACT COUNSELING SYSTEM (RCCS)

A Rapid Contact Counseling System (RCCS) has been created to provide immediate contact with absent and "problem" students as identified by developmental course instructors and peer tutors/ counselors. A referral form is sent daily to the counselor for the Program by instructors and/or peer counselors. Absent students are telephoned the same day they are absent in order to determine the exact nature and reason for the absence. Students self-identified or referred by either peer tutors/counselors or instructors are seen the very next day by the counselor for the Program. The personalized outreach and immediate follow-up associated with the RCCS is intended to reduce isolation and attrition as well as to enhance students' self-esteem.

REVISION OF THE ORIENTATION AND CAREER DEVELOPMENT COURSE (OCD-01)

The Noel/Levitz Retention Management System (RMS) served as the basis for the revised syllabus (See Appendix B) for the required freshman orientation and career development course, OCD-01. The course is unique in that it is based upon the individual RMS dimensions, including receptivity to support services, academic motivation, social motivation, and general coping skills. Computer-assisted instructional materials, as well as a textbook and two workbooks, were also developed by Dr. Emilio D. Santa Rita (1995 a, b, and c). The College Student Inventory of the RMS, the California Occupational Preference Survey (COPS) Interest Inventory, and the Myers-Briggs Type Indicator (MBTI) are administered to all students in the Program either in their OCD class or at the FOCUS Center. The results of these instruments have afforded each student an exceptional opportunity to gain information and insight concerning his/her personality, needs, and interests. It is postulated that this extensive process of self-examination will lead to increased academic success and more satisfying lives for our students.

It is noteworthy to add that at the end of each academic year, Freshman Initiative students from both the Fall and Spring semesters and their families meet at a reception/luncheon in their honor. They are greeted by the President of the College and the Deans of Academic Affairs and Students. Each student is presented with a Certificate of Participation just for being in the Program and those students with superior academic records are so honored with a Certificate of Excellence. The reception serves to reinforce

a feeling of comraderie among participants in the Program and to foster emotional attachment that occurs when students feel their college, its administrators, and faculty all care about them.

RESULTS

Preliminary results highlight the effectivness of the Program. For example, the retention rate from the Fall of 1993 to the Fall of 1994 for freshman not participating in FYIP was 59.3% whereas for the FYIP participants it was 76.5%, a 29% increase! Freshman Initiative students also do better in terms of grades in their developmental and college-level courses as compared with their counterparts who are not in the Program. They also withdraw from classes less frequently and are less likely to receive Incomplete (INC) or Absent from the Final Examination (ABS) grades. (See Table 1.)

CONCLUSION

The Freshman Year Initiative Program, including the FOCUS Center, was created to promote student growth along a broad spectrum, with particular emphasis upon personal characteristics and interpersonal competencies. These include a positive yet realistic self-image, appropriate personal and occupational choices, and the ability to relate to others in meaningful and mutually satisfying ways -- in other words, the ability to engage in a personally satisfying and effective style of living.

This developmental approach is designed to move into the center of students' lives at a key growth point -- their first year in college. By facilitating students' personal growth and development, counselors can impact on students' pursuit of education, progress in academics, and persistence toward the degree. Thus, counseling services can be directly linked to the attainment of students' goals and Bronx Community College's hopes for them. The impact of the Freshman Year Initiative Program, especially through the activities of the FOCUS Center, on students' self-esteem with regard to positive educational outcomes is currently being studied in detail by the author, the Director of Counseling, and the Director of Institutional Research.

TABLE I

THE ACADEMIC PERFORMANCE OF FRESHMEN INITIATIVE STUDENTS COMPARED WITH THAT OF OTHER BCC STUDENTS***
1993 - 1994

Courses/Grades (%)****	N	A-D	F,R	W	AB,I
ENG 01 (Writing Laboratory 1)*					
Freshmen Initiative Students	209	71.8	23.4	4.3	0.5
Other BCC Students	1635	33.5	45.9	15.3	5.3
ENG 02 (Writing Laboratory 2)*					
Freshmen Initiative Students	112	44.6	50.0	5.4	0.0
Other BCC Students	2257	31.7	44.2	14.9	9.2
RDL 01 (Basic Reading Skills)*					
Freshmen Initiative Students	73	89.1	6.8	4.1	0.0
Other BCC Students	697	68.7	14.8	12.3	4.2
RDL 02 (Rd. and Study Skills)*					
Freshmen Initiative Students	114	78.9	11.4	8.8	0.9
Other BCC Students	995	67.8	12.8	13.5	5.9
MTH. 01 (Arith. and Algebra)*					
Freshmen Initiative Students	85	91.8	5.9	1.2	1.1
Other BCC Students	1126	66.3	15.3	14.0	4.4
CMS 11 (Interpersonal Comm.)**					
Freshmen Initiative Students	80	93.8	0.0	6.2	0.0
Other BCC Students	2540	72.5	7.3	13.2	7.0
ENG 11 (Written Comp. 1)**					
Freshmen Initiative Students	13	76.9	0.0	7.7	15.4
Other BCC Students	1852	72.9	3.0	19.0	5.1

*Remedial Course **College-Level Course

***Grade Distribution Reports, Fall 1993 and Spring 1994.

****Grades: Pass (A-D); Fail (F), Repeat (R); Withdrew (W); Absent from Final Examination (AB), Incomplete (I)

APPENDIX A

TEST PUBLISHERS

TEST PUBLISHERS

1. Retention Management System, 1993 Edition
   Noel/Levitz National Center for Student Retention
   Noel/Levitz Office Park
   2101 ACT Circle
   Iowa City, Iowa 52245-9581

2. Myers-Briggs Type Indicator, Form G, Self-Scorable, Revised, 1993
   Consulting Psychologists Press, Inc.
   P.O. Box 10096
   Palo Alto, California 94303-0979

3. COPSystem Interest Inventory
   Edits
   P.O. Box 7234
   San Diego, California 92167

APPENDIX B

SYLLABUS
OCD-01: ORIENTATION AND CAREER DEVELOPMENT

BRONX COMMUNITY COLLEGE
Department of Student Development

OCD-01: ORIENTATION AND CAREER DEVELOPMENT

The official description of OCD-01 contained in the Bronx Community College Catalog is as follows: "The course enables students to develop basic college survival skills in areas of academic life, setting career goals, time management, analysis of classroom behavior, assessment of instructor demands, and utilization of library and other college resources. Emphasis is on students' understanding of the academic environment and its demands on their developing successful coping and achievement behavior" (p.125, 1994-1996 edition).

COURSE OBJECTIVES

As a result of their participation in the course, students should be able to:

1. Develop a greater sense of control over their lives. They should believe that they have the power to determine, for themselves, the course their lives will take.

2. Accept responsibility for their actions. Their successes and their failures are theirs, no one else's.

3. Begin to explore their values, interests, and abilities as they relate to the world of work. They should begin to develop educational and career plans.

UNIT 1. INTRODUCTION TO AND OVERVIEW OF THE COURSE.

A. Description of the course in terms of goals, objectives, and requirements.

1. The instructor/counselor as facilitator of self-knowledge.

2. The student as learner, decision-maker, and self-determiner of educational and career plans. Intellectual and personal growth of the student.

B. Description and purpose of the College Student Inventory (CSI) of the Noel/Levitz Retention Management System (RMS).

1. The CSI gives students a practical tool for communicating their needs and goals.

2. The CSI provides counselors with a tool to better understand students.

C. Description and purpose of 1) the COMPUTER-ASSISTED INSTRUCTIONAL (CAI) PROGRAMS accompanying the GATEWAY TO SUCCESS HANDBOOK and 2) the SUCCESS MANAGEMENT PORTFOLIO (SMP).

1. The CAI gives students the opportunity to interact with a computer in processing information necessary for college survival.

2. The SMP is a journal that summarizes both the educational and career planning of the student.

UNIT II. COLLEGE SURVIVAL SKILLS.

A. Exploration of College Resources.

B. Academic Programs Including Curriculum and Course Selection.

C. Academic Regulations Including the College's Grading System.

D. Financial Aid Opportunities and Regulations.

Homework assignments related to the computer assisted instructional programs, listed below, will be completed through the CAI Gateway to Success Workbook. The counselor helps empower the student to be a self-directed person seeking to create, out of the resources of the college, an environment supportive of his/her educational and career plans:

I. EVERYTHING YOU NEED TO KNOW TO SURVIVE AT BRONX COMMUNITY COLLEGE

II. HOW TO COMPUTE YOUR GRADE POINT AVERAGE (GPA)

III. PROBATION AND SUSPENSION DUE TO LOW CUMULATIVE GPA

IV. PROBATION AND SUSPENSION DUE TO LOW CUMULATIVE DEGREE GPA

V. PROBATION AND SUSPENSION DUE TO LOW RATE OF PROGRESS (ROP)

VI. FINANCIAL AID: PELL GRANTS

VII. FINANCIAL AID: TUITION ASSISTANCE PROGRAM (TAP)

UNIT III. EDUCATIONAL PLANNING.

A. RMS Dimension I - Receptivity to Support Services.

Do I Ask for Help?

How Do I Ask for Help?

B. RMS Dimension II - Academic Motivation.

Study Habits and Study Skills

Time Management

C. RMS Dimension III - Social Motivation.

Classroom Behaviors that Will Help You Learn and Get the Best Grade You Deserve

D. RMS Dimension IV - General Coping.

How to Avoid Academic Probation

UNIT IV. CAREER PLANNING.

A. **Exploring My Personality Traits in Relation to My Career.**

B. **Exploring My Personal Interests in Relation to My Career.**

The COPS vocational interest inventory will be administered in class or given as a homework assignment.

C. **Exploring My Skills in Relation to My Career.**

Personal Skills Work Adaptive Skills

D. **Exploring My Personal Values in Relation to My Career.**

Personal Values Work Values

E. **Career Decision-Making.**

Steps for Making a Good Career Decision

COURSE REQUIREMENTS

1. Attendance at all class sessions is required. Students will receive a warning notice after one absence and a debarment notice after three absences. Lateness will count as one-half an absence.

2. Two individual interviews with the course instructor (counselor) are required. In the first, the counselor and student will discuss the student's RMS report. The second will take place during the early registration period for the purpose of selecting courses for the following semester.

3. Attendance at four OCD-01 workshops, including the Freshman Convocation, is required.

4. Completion of the CAI GATEWAY TO SUCCESS WORKBOOK as well as the SUCCESS MANAGEMENT PORTFOLIO (SMP) are required.

5. Students will receive mid-term and final grades for the course.

FPD:fg/Spring, 1996

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